Increasing postsecondary attainment in Ohio through advanced high school programs – a comparison of AP and College Credit Plus

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Context
Ohio’s per capita income has remained below the US average since 1969.

The Case for Ohio
Increasing postsecondary attainment has been cited as a potential source of economic growth for the state.

Ohio's Attainment Goal – 2025
65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workforce by 2025.

Ohio residents with more education experience higher median annual earnings as well as lower poverty rates.

Efforts to Increase Degree Attainment
Advanced programs allow high school students to take college courses and earn college credits while still in high school. These programs are intended to increase degree attainment by exposing high school students to college-level coursework at a free or discounted price. Students who accumulate college credits while still in high school have been previously been found to enroll and persist in college at higher rates as compared to their peers(1).

In Ohio, the Advanced Placement Courses and College Credit Plus allow students to earn college credit as a high school student.

Advanced Placement Courses
• Advanced classes offered in high school or online
• Students who score at least a 3 on an AP exam are guaranteed college credit at any Ohio public institution
• The fee for each AP course exam (required to earn credit) is $87 with an option for a reduced fee for low-income students

College Credit Plus
• Advanced courses offered in high school, online, or on college campus
• Students who earn a passing grade are guaranteed college credit at any Ohio public institution
• Free for Ohio students in a public school – no cost to family for tuition, books, or fees at public universities(2)

*International Baccalaureate (IB) courses are another means of earning post-secondary credit, although not included in this study*

Aim
The purpose of this exploratory analysis was to understand district level participation trends for advanced programs in Ohio as well as how district performance, poverty, and typology impact access. On a statewide scale, this analysis aimed to test for relationships between advanced program participation and college enrollment/persistence.

Methods
R statistical programming software was used to manipulate data, calculate totals, and produce data visualizations.

Results
For SY2016-17, College Credit Plus represented the most common advanced program involvement in Ohio districts.

Ohio graduates have gained more credits from advanced programs since 2014.

Conclusions
• Advanced program participation has increased in Ohio from 2014-2017
• Graduates with experience in advanced programs enroll in college and persist at higher rates
• College Credit Plus is the most common form of advanced program participation for districts
• AP participation is overrepresented in higher performing districts, while CCP participation has a more even distribution within lower and higher performing districts
• AP and CCP participation is higher in districts with lower poverty, yet CCP has a more even distribution among poverty ranges
• AP courses are most common in suburban districts while CCP courses are most common in rural and inner districts

Future Directions
While the current study finds that students in Ohio are increasing their participation in advanced programs over time, there seems to be a disparity in access between AP and CCP. Subsequent analyses will aim to understand the implications of these disparities with a specific focus on racial minority groups and low-income students.

Bibliography
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